

Tudor Grange Samworth Academy

SEN Information Report



Last reviewed: Oct 2021

Next review due: Oct 2022

This policy has been ratified by the Local Governing Body.

At Tudor Grange Samworth Academy we value every pupil as an individual and are committed to supporting each pupil to achieve their potential and to prepare for adult life. We are a fully inclusive Academy.

The information in this document describes our provision for students with a Special Educational Need or Disability (SEND) and reflects Leicester City Council's local offer, which can be found [here](#).

SEND

The [Special Educational Needs and Disability Code of Practice](#) (DfE, 2014) describes a child as having SEND if "they have a learning difficulty or disability which calls for special educational provision to be made for him or her".

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Within these four areas, children with the following needs are provided for:

- Autism/Aspergers
- Speech, Language and Communication Needs
- Specific Learning Difficulty, such as dyslexia, dyscalculia and dyspraxia
- Moderate Learning Difficulty
- Mental Health Needs, such as anxiety, depression and other disorders
- Social Difficulties
- Hearing and/or Visual Impairment
- Physical Disability

Pupils can be identified as having SEND at any point during their time at the Academy, including:

- Upon admission to the Academy, from information from parents/carers or external agencies
- During transition to the Academy, from information shared by the previous school
- From class assessments in the primary school
- During year 7 transition, as identified from Cognitive Abilities Tests (CATs)
- Analysis of Key Stage 2 SATs results
- When staff raise concerns that a pupil is underachieving or struggling
- Through data analysis, including reading assessments, screeners and termly common assessments
- If external agencies are involved with a student

Students with SEND are considered for admission to the Academy on exactly the same basis as students without SEND. The Academy will not discriminate against disabled students or prospective students on the grounds of disability. Students in receipt of an EHCP naming the Academy will be admitted, unless after reviewing the EHCP, the Academy believes that it cannot meet need and that to admit the child would be an incompatible and inefficient use of both Academy and LA funds. Further information relating to the admission of SEND students can be found in both the SEND and Admissions Policies.

We are fully committed to providing an environment that enables full curriculum access that values and includes all stakeholders regardless of their needs, without discrimination. We take full regard of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the Academy. More detail on the steps taken can be found in the information under each wave of intervention below. Our Accessibility Plan, which is published on our website, sets out what the Academy will do over the next few years to continue improving access to the same facilities and resources for all students.

Support for SEND pupils is co-ordinated by our SEND Department, which comprises members of staff with a wide range of expertise and experience. This includes:

- SENCo
- Primary SEND Lead
- Attendance Welfare Officer
- Literacy Associate Teacher
- Social, Emotional and Mental Health (SEMH) Learning Support Assistant
- SEMH Mentors
- EHCP Associate Teacher
- English as an Additional Language (EAL) Learning Support Assistant
- Reading Learning Support Assistant
- Maths Learning Support Assistant
- Learning Mentors
- Class Learning Support Assistants
- SEND Administrator

Assessment, advice, guidance and strategies are also sought from external agencies when appropriate (to support children and young people with SEN). These include:

- Educational Psychologist
- SEMH Team
- Speech and Language Service
- Learning Communication and Interaction Team (LCI)
- Child and Adolescent Mental Health Service (CAMHS)
- Hearing Impairment Team
- Visual Impairment Team
- Occupational Therapy
- GPs, Community Paediatricians and condition-specific nurses
- School Nurse
- Early Help
- Social Care

Levels of Intervention

Our pupils' needs are met using 3 levels of intervention, described as "waves of support", which support access to the curriculum. Progress is closely monitored following an 'Assess – Plan – Do – Review' cycle to ensure we secure effective support for all students. If a pupil makes little progress on one wave, they may be moved to the next wave which offers a higher level of support. SEND provision is monitored via the Academy's whole school quality assurance calendar and the performance management cycle. The provision is reviewed at timely intervals by the SENCo and senior leaders. The Trust has a robust quality assurance process, which takes place each year.

Wave 1 describes quality inclusive teaching, which takes into account the learning needs of all the students in the classroom. It includes providing differentiated work and creating an inclusive learning environment. All pupils have access to after school extra-curricular activities. All pupils are encouraged to attend after school activities. The school will make any adjustments required in order for all activities to be accessible for all pupils.

- Mainstream classes with termly reviews of groupings through common assessments and effective tracking of progress
- Effective reporting and communications system in place for liaison with parents and carers, including: termly reports for all pupils showing common assessment data, attitude to learning and progress to target; tutor reports; regular correspondence in the form of letters and notifications; contact via telephone as required from tutors, teachers and SEND staff; parents' evenings; transition evenings; Class Dojo in primary.
- Pupils' books are regularly marked and there are opportunities for pupils to respond and engage in dialogue about their learning
- Whole school Quality First Teaching (QFT) practice embedded across all subject areas. The key characteristics of QFT are: highly focused lessons; pupils involvement in and engagement with their learning; high levels of pupil interaction; teacher questioning, modelling and explaining; opportunities for pupils to talk individually and in groups; pupils accepting responsibility for their learning and working independently; regular praise to motivate and encourage students (DCSF, 2008) *Personalised learning – a practical guide*
- Work is set at an appropriate level to develop pupils' potential and appropriate methods and resources are used to engage pupils in their learning
- Use of self- and peer-assessment and peer learning
- Challenge, support and modelling within classrooms to develop learning
- Reinforcement and opportunities for over-learning
- Use of Direct Instruction in all lessons
- Dyslexia-friendly classrooms
- Regular reading assessments track progress in reading age
- Differentiated approaches to content, language, pace and delivery of lessons
- Increased visual stimuli and resources to meet needs of some pupils
- Modification of tasks that include a high literacy content for some pupils
- Accessible classrooms that are conducive to outstanding learning
- Observations to identify learning behaviours
- Screening for learning difficulties, such as dyslexia and dyscalculia
- Forest School activities
- Easily accessible Academy buildings
- Pupil attendance is closely monitored by the Attendance Welfare Officer
- Transition arrangements for Year 7 pupils includes SENCo liaison with schools and a two day induction programme
- The Learning Resource Centre is available for pupils to use the ICT facilities and is a safe place to go for pupils who may need additional support during social times
- Support with transition from Key Stage 3 to Key Stage 4, including options meetings and support with the decision making process
- Support with transition to post-16 providers and destination choices

Wave 2 describes specific, additional and time-limited interventions provided for some students who need help to accelerate their progress to enable them to work at or above age-related

expectations. They are often targeted at a group of pupils with similar needs. Students on a Wave 2 intervention may be placed on “In-School Support” or “SEN Support”.

- Learning Support Assistant/Mentor support for pupils with a physical disability
- Learning and social skills development through targeted small group or 1:1 intervention
- Emotional and social support and development through small group or 1:1 mentoring
- Thrive screening, assessment and interventions
- In-class support from Learning Support Assistants/Mentors to scaffold access to learning in lessons
- Pre-teaching of keywords, content and concepts for lessons
- Input from Speech and Language therapist in the form of group and 1:1 intervention
- Access arrangements for examinations
- Alternative methods of recording, including use of laptops and scribes
- Tutor and College Reports used to support engagement and behaviour
- Therapeutic work in TATE (Tutor’s Alternative To Exclusion) in response to behavioural incidents
- Pupil Profiles share with staff a range of strategies to engage and support pupils in being successful

Wave 3 describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable them to achieve their potential. Pupils on a Wave 3 intervention are placed on “SEN Support” and may be identified as requiring an Education, Health and Care Plan if the support needed is long term.

- Some individual teaching on a 1:1 basis as part of a pupil’s provision
- Personalised curriculum, including offsite provision
- Annual Reviews of Statements of Special Educational Needs and Education, Health and Care Plans
- Input from Educational Psychologist on a 1:1 basis for assessment and/or therapeutic work
- Specialist advice from outside agencies on strategies to support pupils at school and at home
- Multi-agency support through Early Help

The school’s notional SEND budget is used to ensure that adequate support is in place for pupils on SEN support. However, when a pupil is identified as needing a higher level of support and additional equipment or facilities to support them in their learning, the academy will apply for additional funding to support pupils. Pupils and parents are part of the application process.

Parent and Pupil Voice

Parents/carers are consulted at each wave to ensure they are fully involved in their child’s education, as are the pupils themselves. Both are invited to provide their views during contact with staff throughout the year, and particularly as part of the Education, Health and Care Plan annual review process, but contributions are welcome at any time of the year if there is a concern or query. Pupil voice is recognised and valued, is an integral part of school life and involves ascertaining the views of all pupils, including those with SEND. Views of both pupils and parents/carers are also sought during transition from Key Stage 3 to Key Stage 4 through a well-planned options process. Similarly, during transition from Key Stage 4 to Key Stage 5, appropriate information is shared with relevant educational establishments and pupils and parents/carers are fully involved in this process. Information, advice and guidance on career and future education options is provided across a pupil’s time at the Academy. The Academy also provides Learning Support Assistants/Mentors as an extra

pastoral support for pupils and an on call system during the school day to take measures to prevent bullying.

Moving between phases of education

During the summer term, prior to admission in year 7, all feeder schools are visited, and necessary information transferred regarding needs, support in place for pupils and any involvement from outside agencies. Through this process the academy is able to ensure continuity of support. We also offer a two day induction programme in June before new pupils start in September. During these days the transitioning pupils complete a New Group Reading Test, New Group Spelling Test and CAT4 assessment. These assessments give us a clear indication of areas of concern which means that the appropriate intervention can be implemented early. For pupils who are particularly vulnerable or those with significant needs, individual visits are arranged to support them to feel more comfortable when joining the academy.

Life skills are taught through the curriculum and in designated assemblies and other taught sessions across each year, and information, advice and guidance on career and future education options is provided across a pupil's time at the Academy.

Contact

The Academy's acting SENCo, Mrs Emily Lloyd-Trewick, is contactable via the school office on 0116 278 0232. If parents or carers are unhappy with any aspect of SEND provision, they should discuss this in the first instance with the SENCo. In the event of a formal complaint being made, parents/carers are advised to follow the Academy's complaints procedure.

For further parental support and additional information, SENDIASS offer a free, confidential and impartial service for children and young people with Special Educational Needs & Disability and their parents and carers.

Phone: 0116 482 0870

Website: <https://sendiassleicester.org.uk/>